

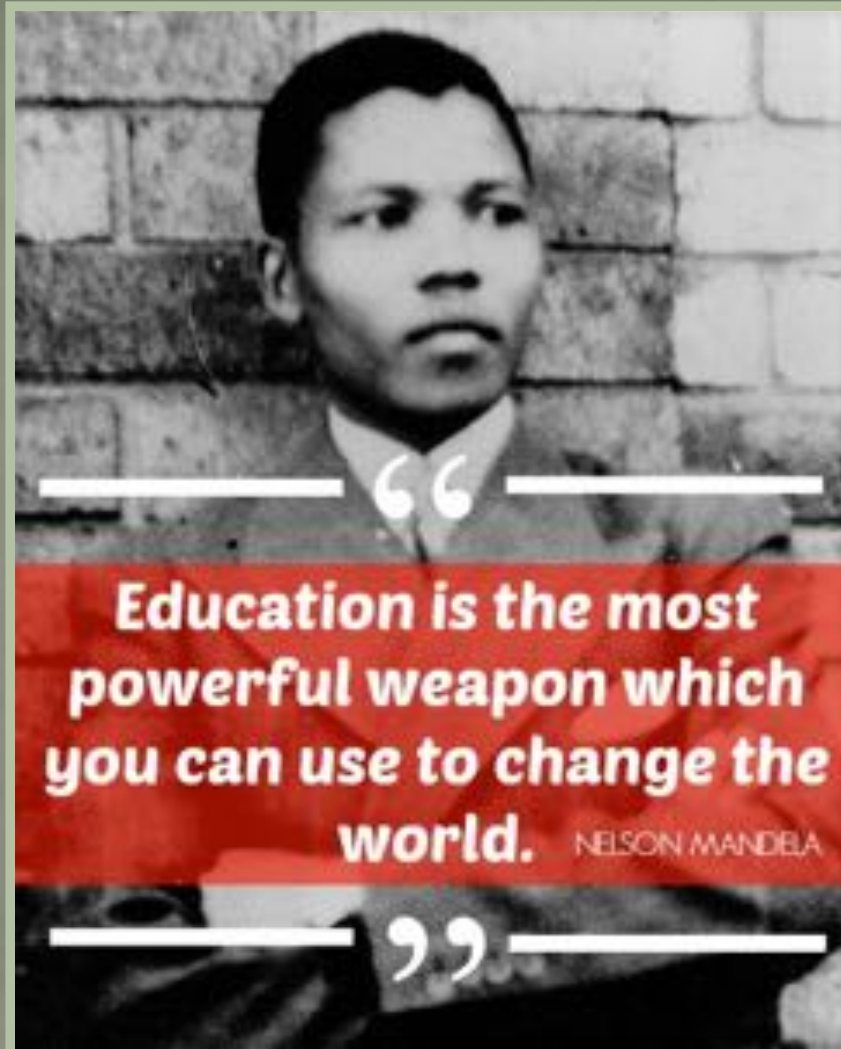


## Embedding Indigenous Learning and Perspectives into Schools and Classrooms

*SD 67 Okanagan-Skaha*

# KAHOOT.IT

- A **Kahoot** is a collection of questions on specific topics. Created by teachers, students, business-people and social users, they are asked in real-time, to an unlimited number of “players”, creating a social, fun and game-like learning environment.
- <https://create.kahoot.it/#user/485700a5-202b-458e-b445-41d3biab817e/kahoots/created>
- <https://create.kahoot.it/create#/edit/02b19020-d572-44f3-acba-c1b93ba1f67c/done>



Education is the most  
powerful weapon which  
you can use to change the  
world. NELSON MANDELA

Learn from the past

# Why Change?

There are three reasons why people change:

1. They have learned a lot
2. They have suffered enough
3. They got tired of always the same thing

- Indigenous People of Canada represent 4.2% of our population (1.3million)
- The Aboriginal population increased by 232,385 people, or 20.1% between 2006 and 2011
- This is compared with 5.2% for the non-Aboriginal population. Census Canada 2011.



# The data is compelling



Half of First Nations  
children live in poverty.

## Poverty

**Over 50%** of First Nations children in Canada live in **poverty**.

**Rises to 65%** or higher in **Saskatchewan and Manitoba**

Federal Government acknowledges..  
"The poverty rate is **staggering**. A 50 per cent poverty rate is unlike any other poverty rate for any other **disadvantaged group in the country, by a long shot the worst,**"

# Federal Incarceration

Aboriginal People make up 4% of the population yet make up 25.4% prison populations

In the **Prairie provinces** the number is higher at 48% of all inmates

For **women the numbers are greater** with 36% of Federal Inmates having aboriginal ancestry

# Children in Care Over-representation

2015 Report to Canada's Premiers

In BC – 8% of total child population is Aboriginal yet 55% of Children in Care are Aboriginal

In SD67 - We had 31 children in Care of which 19 are aboriginal = 61% yet students with ancestry equal 11% of our student population





# Employment Stats – PIB



Total Individuals aged 15 and above (in private households) by labour force status = 420 (2011 Census Canada Stats)

In the labour force – 245 (not in school or on disability)

Employment Rate = 41.7%

School District No. 67 – Okanagan Skaha

## Aboriginal Education Enhancement Agreement Annual Plan

June 2016



## Aboriginal Education Enhancement Agreement

1. Cultural Perspective
2. School Connectedness
3. Community Relations
4. Academic Resiliency



## Okanagan Culture, History, and Perspectives

*Professional development opportunities*

# Aboriginal Book and Video Club

- 4 times per year
- Any and all staff are welcome
- “Safe Place” for conversations and questions



## Residential School Series



abedsupport.bcerac.ca



[HOME](#) [LIFE](#) [BIRTH](#) [FIND](#) [WATER](#) [STORIES](#) [CONTACT](#)

## Resources for Integrating Aboriginal Ways of Knowing and Learning



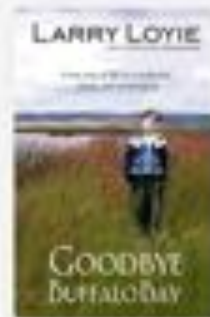
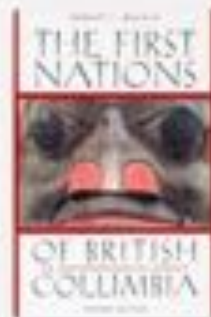
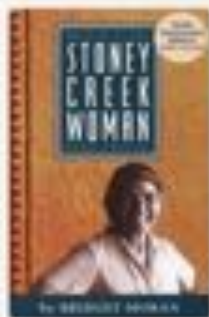
residential school X

SUBMIT

Apply Filters

Various Filters

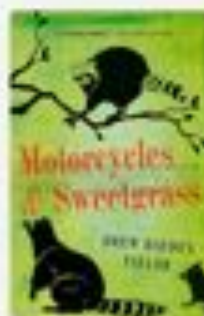
Various Filters



**Fatty Legs: A True Story**  
By Jordan Peele, Christy Robertson, Margaret

Christy Peele, a young girl who lives on the remote island of St. John's, Newfoundland, has a unique talent. She can see things that no one else can see.

[Learn More](#)





## Fatty Legs: A True Story



**Jordan Fenton, Christy Pakiak-Fenton, Margaret**

Copyright: 2010

Evaluation/Record Entry Date: Oct 2022

Submitting supplier: Kidzbooks

Primary Identifier: 9781554012483

Recommended Grades and

Subjects/Courses:

4-8

Review BC Learning Outcomes

### Description

Ootmaan Pakiak, a young Inuit girl, travels from her home in Canada's Arctic to Alaska. There, she attends a residential school where she becomes Margaret, and meets the antagonistic teacher whom she calls Raven. The resource is an accurate and true portrayal of traditional Inuit life and values and one Inuit girl's experience at residential school.

### CURRICULUM FIT

Does the resource support BC curriculum? Extensively

This product supports the Core Competencies of the BC curriculum:

Reading

Social responsibility

#### Comments:

This novel can be used for Social Studies, Language Arts, and can be extended to Science regarding Aboriginal technologies.

### GENERAL CONTENT

#### Content

Should this product be identified as Canadian? Yes

Is the resource engaging? Extensively

Is the content current for the intended curriculum and grade? Extensively

Is the content accurate for the intended curriculum and grade? Extensively

Is the content timely and important for student broad understandings? Extensively

Is the resource an Authentic First Peoples Text? Yes

### SOCIAL CONSIDERATIONS

Do the social considerations support, rather than detract from, student learning? Extensively

#### Social Considerations Comments:

The resource is an accurate and true portrayal of traditional Inuit life and values and one Inuit girl's experience at residential school.

### TECHNICAL DESIGN

Does the resource make effective use of the medium? Extensively

Is the location of illustrations appropriate? Extensively

Is the resource easy to use? Extensively

#### Comments:

The illustrations and accompanying photographs support the story and provide a very visual way to learn about this part of Canadian history. Concepts and vocabulary are clearly explained at the bottom of the page.



# Learning Commons

Focus on the journey,  
not the destination.

Joy is found **not** in finishing  
an activity but **in doing it.**

- Greg Anderson

Quotes Love and Life .com



## *SD67 Cultural Activities Staff Support Sheet*

*School Based Teachers:* Pontar, Broadbent, Stevens, Barin (Summerland Middle)

*Date:* Dec. 2nd

*Name of Activity:*

Traditional Foods Presentation

*Presenters/Facilitators:* Fiona Anthony (ASW), Sandra Hussey (ASW), Vicki Rogall (ASW)

*Grade level/subject area:* Social Studies 7

### ASW Responsibility:

- Bring power point
- Present information to provide background on traditional foods and the story of How Food Was Given
- Prepare and bring food
- Distribute food

### School Based Teacher Responsibility:

- Ensure learning is extended beyond the presentation itself (see curriculum connections and possible activities)
- Acknowledge territory (please note that members of the ABEd team can explain how to do this, or do it with the teacher, or do it themselves if the teacher isn't comfortable)

### Territory Acknowledgment Guide:

<https://drive.google.com/file/d/0B88fyTn9729YQ19H5W#ZGd2&view=sharing>

- Ensure technology is ready for the presenters (laptop with projector and speakers are needed)
- Monitor student behaviour
- Assist with distributing food and with collecting any leftover food so it is appropriately disposed of

### Specific Connections to the Revised Curriculum:

#### Socials 7 Content:

- Origins, core beliefs, narratives, practices, and influences of religion including one indigenous to the Americas
- Social, political, legal, governmental, and economic systems and structures, including at least one indigenous to the Americas

#### Socials 7 Competencies:

- Explain different perspectives on past or present people, places, issues, or events, and compare the values, worldviews, and beliefs of human cultures and societies in different times and places (perspective)

# Learning Resources

Local context and tangible resources for staff

Support from AB Ed Helping Teacher and local elders



# Inquiry Learning

Professional  
Learning  
Communities  
(TADL)

One Student at a  
Time

Place Based  
Learning



## Interactive Learning

Offered to staff, all SS10 classes, French Immersion included.

Blanket Exercise (Personal Awareness)

*School and District Options*



## Cultural Catalogue

- Okanagan Nation
- Metis
- Inuit

Connecting Community Resources to the  
Curriculum

*Staff Curricular Support Documents*

# Curricular Links – School Supports

## \*Change

School Name: \_\_\_\_\_

Contact Person: \_\_\_\_\_ Email: \_\_\_\_\_

Specific Request: *(one per form please)* \_\_\_\_\_

Grade(s): \_\_\_\_\_ No. of Students: \_\_\_\_\_ No. of Sessions: \_\_\_\_\_

Other: (please specify) \_\_\_\_\_

Date(s) Requested: \_\_\_\_\_

\_\_\_\_\_

Time(s) Requested: \_\_\_\_\_

School Administrator Approval: \_\_\_\_\_

SD67 Ab Ed Principal or Cultural Coordinator Approval:

\_\_\_\_\_

Allen Beckingham or Anona Kampe

Additional Comments: \_\_\_\_\_

\_\_\_\_\_

(Office Use Only) Payment Submitted - Signed \_\_\_\_\_

**The Aboriginal Education Program is pleased to offer to pay for half of the total amount for each session(s) you select.**

# Cultural Request Forms

- Elementary

## **SD67 Okanagan Skaha** Aboriginal Education Cultural Request Form



Traditional Storytelling (Gr. K-5)

*Page 4*

Wild Food Presentation (Gr. K-5)

*Page 4 / 5*

Nsyilxcen Language (Gr. K-5)

*Page 5*

Traditional Food Presentation (Gr. K-5)

*Page 6*

Land Based Learning (Gr. K-5)

*Page 6 / 7*

Pow Wow Dance Presentation (Gr. K-5)

*Page 7*

Regalia Presentation (Gr. K-5)

*Page 8*

Metis Culture (Gr. K-5)

*Page 8 / 9*

Inuit Culture (Gr. K-5)

*Page 9*

Ogopogo Dance Presentation (Gr. K-5)

*Page 10*

# Nsyilxcen Language

With Aimee Lezard

Duration - 1 hour per session, 12 sessions required

Cost - \$35 per hour

Indigenous Group - Okanagan

Season - (January - June)

Grades - K - 5

Max participants - 30

Space - Classroom

Needs - Photocopy material for  
handout

**I HOPE KNOWING  
HOW TO SPEAK  
YOUR NATIVE  
LANGUAGE IS  
THE NEXT  
TREND.**

**Description** - The Okanagan language is called nsyilxcen (en-seelk-chin). nsyilxcen is an ancient language spanning thousands of years in the Okanagan territory. Aimee is a member of the Penticton Indian Band and the Okanagan Nation. She is a passionate educator, teaching students the Okanagan language through visuals, hand gestures and repetition.



# Middle School

Traditional Storytelling (Gr. 6-8)

*Page 4*

Nsyilxcen Language (Gr. 6-8)

*Page 5*

Land Based Learning (Gr. 6-8)

*Page 6 / 7*

Regalia Presentation (Gr. 6-8)

*Page 7 / 8*

Inuit Culture (Gr. 6-8)

*Page 9*

Archaeology Field Trip (Gr. 6-8)

*Page 10 / 11*

Indigenous Art Presentation (Gr. 6-8)

*Page 12*

Talking Circle & Smudge (Gr. 6-8)

*Page 14*

Pictograph Trip (Gr. 6-8)

*Page 15 / 16*

Wild Food Presentation (Gr. 6-8)

*Page 4 / 5*

Traditional Food Presentation (Gr. 7)

*Page 5 / 6*

Pow Wow Dance Presentation (Gr. 6-8)

*Page 7*

Metis Culture (Gr. 6-8)

*Page 8*

Ogopogo Dance Presentation (Gr. 6-8)

*Page 9 / 10*

Governance (Gr. 6-8)

*Page 11 / 12*

Residential School Presentation (Gr. 6-8)  
Grace and/or Aaron

*Page 13 / 14*

Hunting Presentation (Gr. 6-8)

*Page 15*

Colonization Presentation (Gr. 6-8)

*Page 16 / 17*

# Okanagan Nation, Metis, and Inuit Options

## Metis Culture

With Derek and Loreleen George

Duration - 1 hour

Cost \$50.00 each

Indigenous Group - Metis

Season - Anytime

Grades - 6 - 8

Max Participants - 45 students

Space - Classroom

Needs - Computer, projector, screen, sound



**Description** - Husband and wife team Derek (from Peace River, Alberta) & Loreleen (from Lac La Biche, Alberta), currently living and working in Penticton will share their heritage, something they pride themselves on and are continually learning about. Their presentation will consist of an overview of Metis culture, touching on its roots and where its origins

stem from, synopsis of its history and status within the Indian act. They have both received sashes and other cultural items that they can incorporate into their presentation. It's been years since either have danced the jig, they can definitely relearn and perform. Their presentation will be as informative and interactive as possible.

- **KVR MIDDLE**
- **KVR – OCT. 6**
- Drum Song – Explain House Team Names, Orange Shirt Day
- **KVR – OCT. 7**
- Archaeology Field Trip x 2 back to back groups
- **KVR – OCT. 18**
- Traditional Foods Presentation – Charles Kruger (Elk Meat)
- **KVR – OCT. 24**
- **Hunting Presentation with Clint George & Josh Wilson**
- **KVR – NOV. 1**
- Buckbrush Tea Harvest up Carmi
- **KVR – NOV. 7**
- Traditional Storytelling with Kick Hall
- **KVR – NOV. 8**
- Traditional Storytelling
- **PMSS, PSS, SSS, KVR, SLMS, SMS – NOV. 17**
- Career Fair at Trade & Convention Centre – Don Burnstick
- **KVR – JAN. 30**
- Traditional Storytelling
- **KVR – JAN. 31**
- Inuit Presentation with Tracy Sarazin
- **KVR – FEB. 1**
- Purpose/Colonization Presentation
- **KVR – Feb.12**
- **Louis Riel Day**
- **KVR – MAR. 1**
- Traditional Storytelling x 3 classes back to back
- **KVR – MAR. 3**
- **Purpose/Colonization Presentation x 2 back to back sessions**
- **KVR – MAR. 7**
- Residential School Series with Aaron Derickson
- **KVR – APR. 4 - Regalia Presentation**

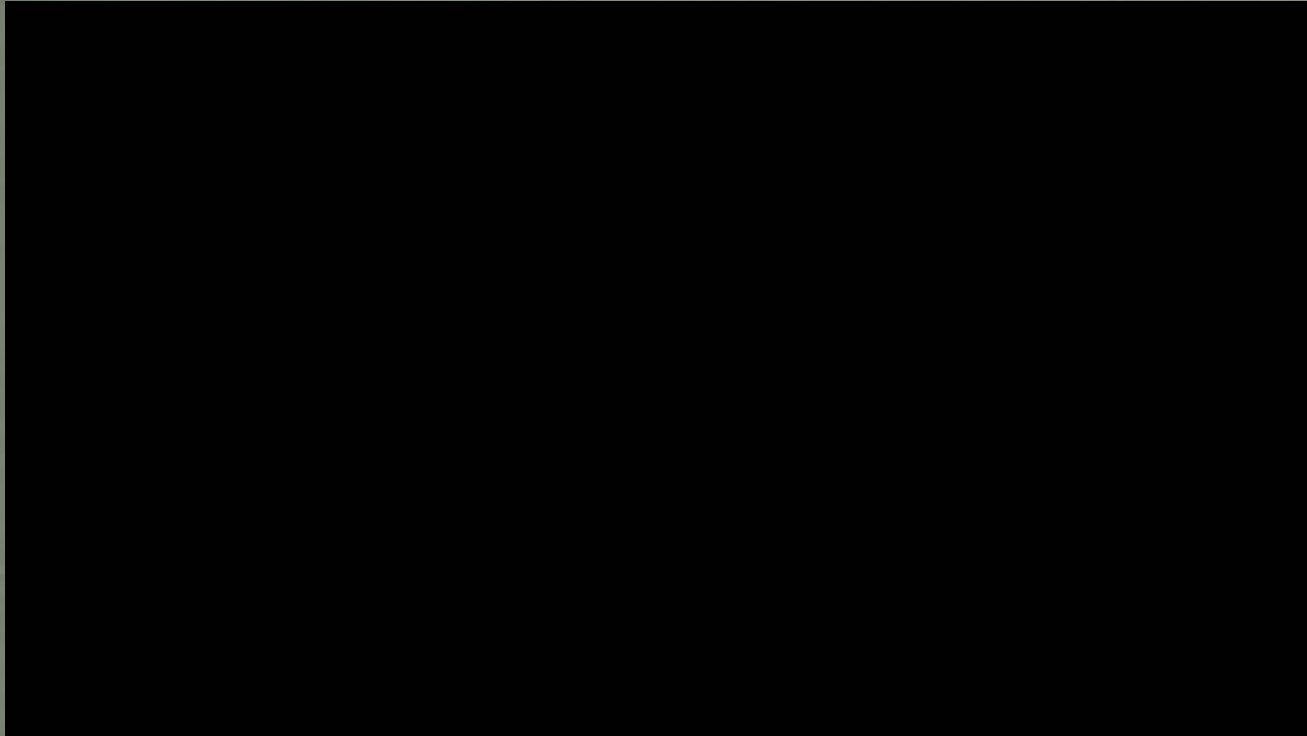
# Continued Planning

- Align AEEA with Actions (AIMS)
- Continue to align curriculum
- Professional Learning for all staff
- School Capacity Building – supported ownership
- Language Classes



## Theory into Practice

First Peoples  
Principles of  
Learning Video





Thank you for  
listening.

Questions or  
comments?

Embedding Indigenous Perspectives

*SD 67 Okanagan Skaha*